INDIANA'S EDUCATION ROUNDTABLE 2010

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Traditional Pathway for High School: Geometry

a project of
The Charles A. Dana Center
at the University of Texas at Austin

Instructional Materials Analysis and Selection

Phase 3:

Assessing Content Alignment to the Common Core State Standards for Mathematics

A project of

The Indiana Education Roundtable, The Indiana Department of Education,

and

The Charles A. Dana Center at The University of Texas at Austin

2010–2011

Instructional Materials Analysis and Selection
Assessing Content Alignment to the Common Core State Standards for Mathematics

This tool provides educators with a structured way to make informed decisions when selecting mathematics instructional materials. In particular, it can help you become more knowledgeable about the *Common Core State Standards for Mathematics* so you can select instructional materials aligned with these standards.

This resource can also be used with the Dana Center's larger 4-phase *Instructional Materials Analysis and Selection* toolset: Phase 1: *Studying the Standards*, Phase 2: *Narrowing the Field of Instructional Materials*, Phase 3: *Assessing Subject-Area Content Alignment*, and Phase 4: *Assessing Vertical Alignment of Instructional Materials*. The particular resource you hold is a phase 3 tool that has been customized for assessing the alignment of instructional materials with the *Common Core State Standards for Mathematics*. Note that in 2009, the Dana Center developed a similar tool for Indiana educators to use in analyzing the alignment of instructional materials to Indiana's *Academic Standards for Mathematics.*

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About the development of this resource

This tool, *Instructional Materials Analysis and Selection: Assessing Content Alignment to the Common Core State Standards for Mathematics*, draws on the Dana Center's nearly 20 years of experience in strengthening education and has been used extensively in Texas and, increasingly, other states, to help local school districts and schools select instructional materials aligned with their standards. Development and production of the Instructional Materials Analysis toolset was supported by the Charles A. Dana Center.

This resource consists of a set of 15 individual grade-level / course documents that span kindergarten through the third year of high school mathematics. There is a document for each grade from kindergarten through 8, and six documents for high school mathematics (one each for the three courses in the traditional high school pathway Algebra I, Geometry, Algebra II; and one each for the three courses in the integrated high school pathway Mathematics I, Mathematics II, and Mathematics III).[*] At the request of various states and other entities, the Dana Center has populated this *Instructional Materials Analysis and Selection* tool with standards from the *Common Core State Standards for Mathematics* for use by local districts in selecting instructional materials aligned with these standards.

Note that the copyright of the *Common Core State Standards for Mathematics* is held by the National Governors Association Center for Best Practices and the Council of Chief State School Officers (collectively, NGA Center/CCSSO). This use of the CCSS for Mathematics is done under the CCSS Terms of Use, available at www.corestandards.org/terms-of-use. Specifically, this work is done under the Terms of Use "non-exclusive, royalty-free license to copy, publish, distribute, and display the Common Core State Standards for non-commercial purposes that support the Common Core State Standards Initiative." For a complete copy of the *Common Core State Standards for Mathematics* as well as the *CCSS for Mathematics, Appendix A: Designing high school mathematics courses based on the Common Core State Standards,* go to **www.corestandards.org/the-standards**.

October 2010 release.

We welcome your comments and suggestions for improvements—please send to **dana-txshop@utlists.utexas.edu** or the address in the copyright section above.

About the Charles A. Dana Center at The University of Texas at Austin

The Dana Center works to raise student achievement in K–16 mathematics and science, especially for historically underserved populations. We do so by providing direct service to school districts and institutions of higher education; to local, state, and national education leaders; and to agencies, nonprofits, and professional organizations concerned with strengthening American education.

The Center was founded in 1991 at The University of Texas at Austin. We carry out our work by supporting high standards and building system capacity; collaborating with key state and national organizations to address emerging issues; creating and delivering professional supports for educators and education leaders; and writing and publishing education resources, including student supports. Our staff of more than 60 has worked with dozens of school systems in nearly 20 states and with 90 percent of Texas's more than 1,000 school districts. We are committed to ensuring that the accident of where a child attends school does not limit the academic opportunities he or she can pursue.

For more information about our programs and resources, see our homepage at **www.utdanacenter.org.** To access our resources (many of them free), see our products index at **www.utdanacenter.org/products.** And to learn more about our professional development—and sign up online—go to **www.utdanacenter.org/pd**.

[*] For the high school course sequences, we relied on the *Common Core State Standards Mathematics Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards*, developed for the CCSS initiative by Achieve, Inc., which convened and managed the Achieve Pathways Group.

Acknowledgments

Unless otherwise noted, all staff listed here are affiliated with the Dana Center.

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Our thanks

We gratefully acknowledge the more than 100 school districts and thousands of educators who have informed the development of these resources.

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Table of contents

Introduction

Phase 1: Studying the Standards

Phase 2: Narrowing the Field of Instructional Materials

Phase 3: Assessing Mathematical Content Alignment

The purpose of Phase 3: Assessing Mathematical Content Alignment is to determine the degree to which the materials are aligned to the standards (content and processes). In Phase 3, participants conduct an in-depth review of the 2-3 instructional materials selected in Phase 2. The Phase 3 process requires selection committee members to use set criteria in order to determine a rating for each sample, to cite examples to justify their score for each sample, and to document standards that are missing or not well-developed in the instructional materials examined.

Implementation

As a whole group, selection committee members should practice applying the Phase 3 rubric. The purpose of the whole group practice is to promote inter-rater reliability and calibration.

In Phase 3 it is not important to analyze every page, section, or chapter of a resource. It is important to identify an area, topic, or big idea for the deep content analysis of Phase 3 (e.g. development of equivalent fractions, addition of whole numbers, development of proportionality…). The identified area, topic, or big idea will be used for all the instructional materials considered in Phase 3. The area, topic, or big idea can be identified through the use of student achievement data, curriculum priorities/challenges, or ideas that typically make up a greater portion of instruction in particular grade levels/courses. In most cases, Phase 3 will identify the one resource that is best aligned.

Step-by-Step Instructions

1. Use your current adoption to practice using the Phase 3 rubric. Select one big idea to focus your analysis (see note above for selecting the area, topic, or big idea).
2. Independently, committee members use their current resource, the identified big idea (and associated pages in that resource), and the Phase 3 rubric to score and document the extent to which the material (content and processes) aligns to the standards.
3. In small groups, committee members share their scoring and justifications. Small groups come to consensus on how the current resource would score on this big idea.
4. Each small group shares with the large group their score. Repeat the consensus building to generate a large group score on this big idea.
5. Clarify any misunderstandings about how to apply the rubric before committee members begin to use Phase 3 rubric on the selected materials.

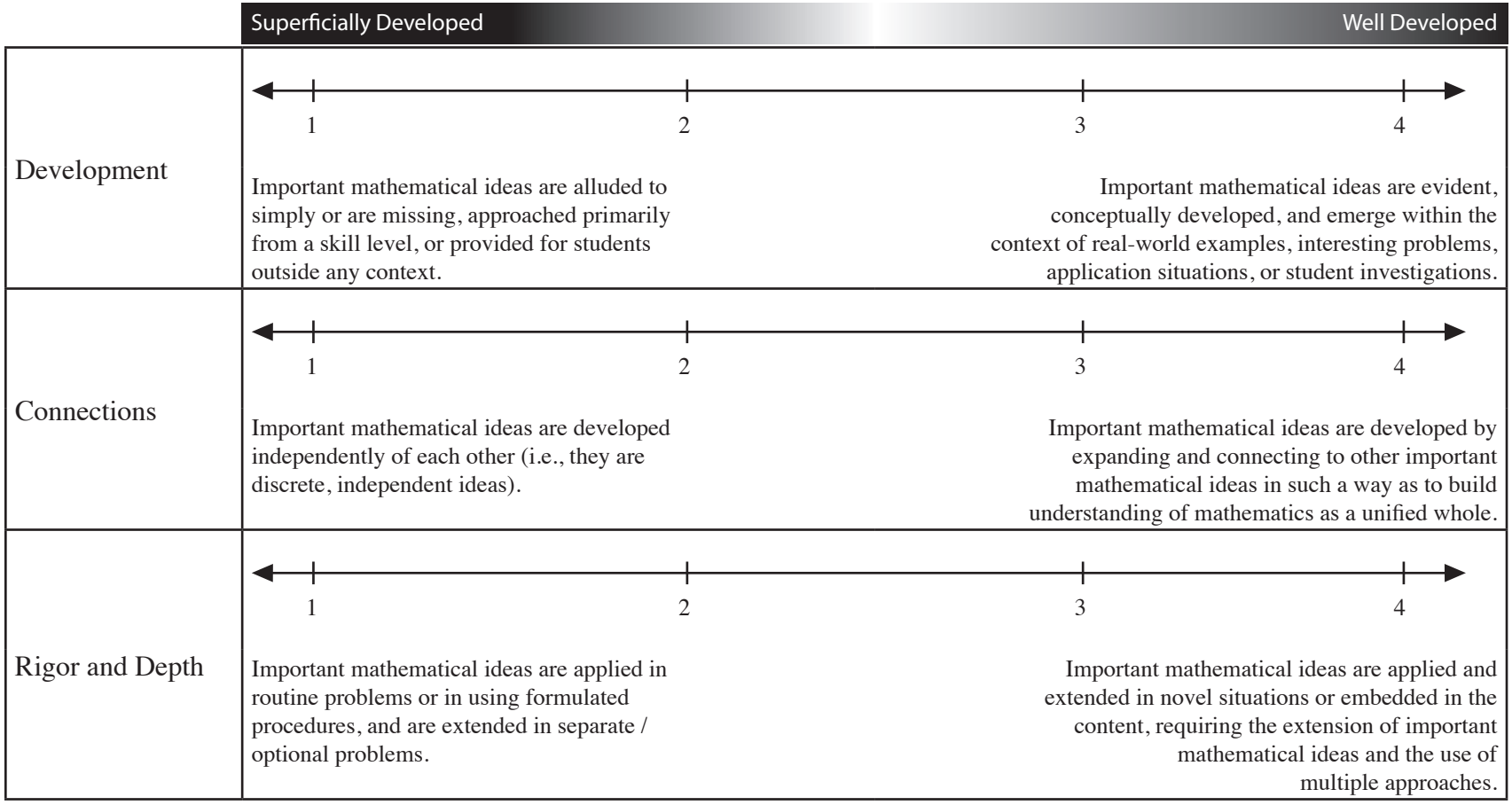
6. Based on the size of the selection committee, determine the number of areas, topics, or big ideas to be examined for each grade/course. If the group size is large, more areas, topics, big ideas can be examined within each grade level/course.
7. Make sure committee members have multiple copies of the Phase 3 rubric.
8. Committee members apply the Phase 3 rubric for each of the materials.
9. Establish a time line for groups to complete and submit Phase 3 documentation.
10. Establish a data collection and analysis process to attain a rating for each resource.

Materials and Supplies

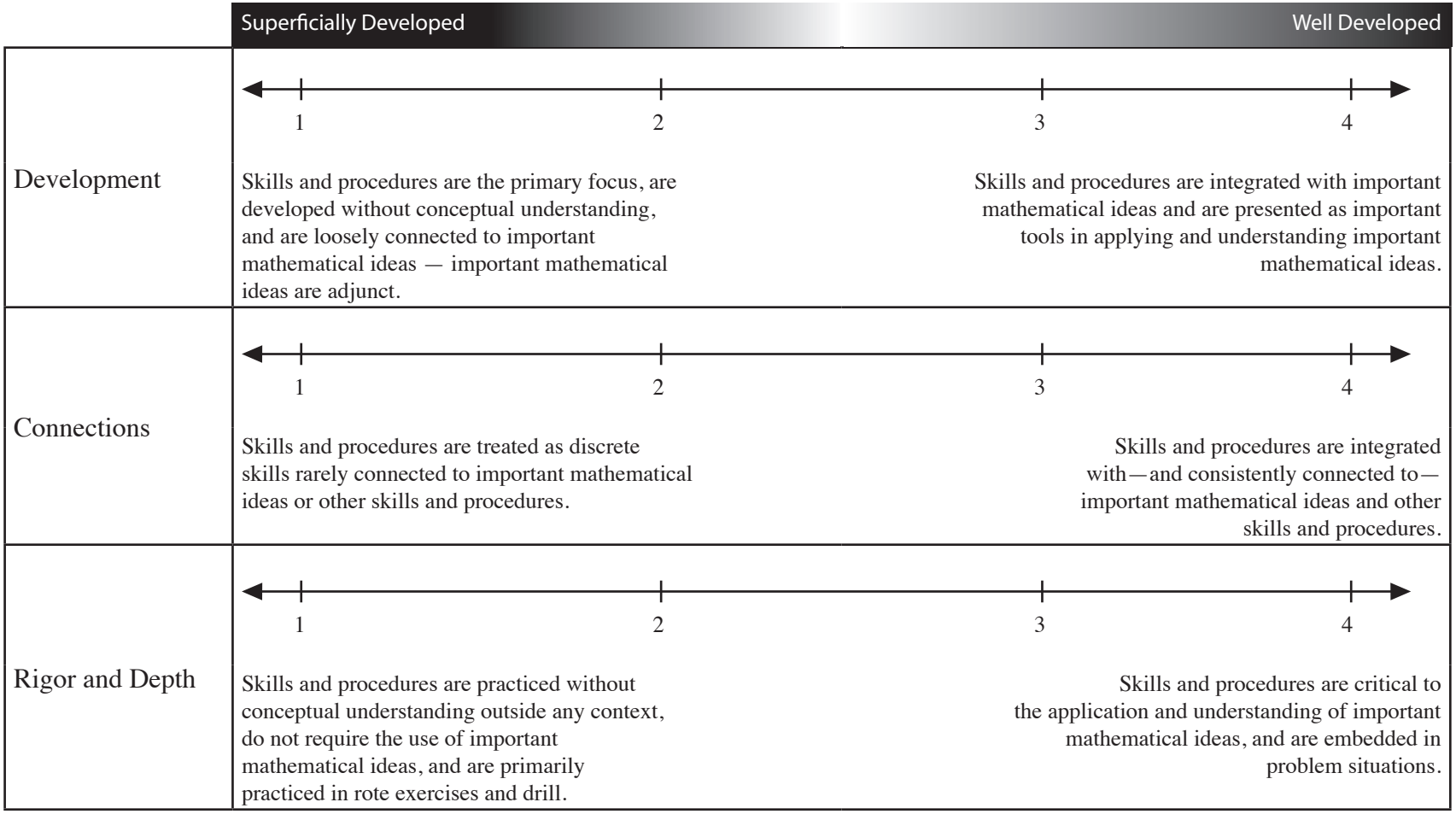
- Phase 3: Assessing Mathematical Content Alignment black line master — multiple copies per person
- Currently used instructional resource
- The 2 to 4 instructional materials selected in Phase 2

Phase 4: Assessing Vertical Alignment of Instructional Materials

Important Mathematical Ideas:
Understanding the scoring



Skills and Procedures:
Understanding the scoring



Mathematical Relationships: Understanding the scoring

	1	2	3	4
Development	Mathematical relationships are not evident, and mathematics appears as a series of discrete skills and ideas.			Mathematical relationships are evident in such a way as to build understanding of mathematics as a unified whole.
Connections	Mathematical relationships are not required of students or are used primarily to provide a context for the practice of skills or procedures — words wrapped around drill.			Mathematical relationships are integrated with important mathematical ideas, and are integral in required activities, problems, and applications.
Rigor and Depth	Mathematical relationships require the use of skills and procedures, but rarely require the use of any important mathematical ideas or connections outside mathematics.			Mathematical relationships require the broad use of mathematics and integrate the need for important mathematical ideas, skills, and procedures, as well as connections outside mathematics.

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

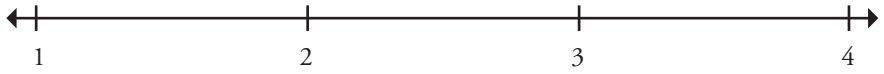
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

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Summary/Justification/Evidence

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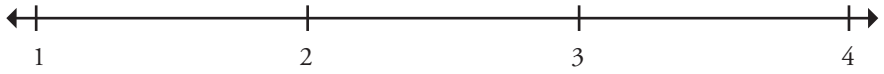

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Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

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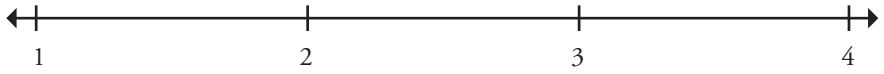

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Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

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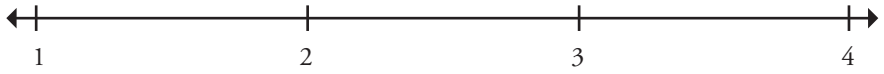

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Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

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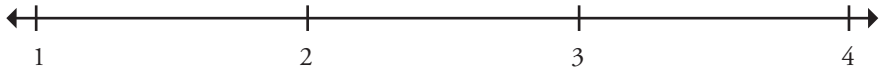

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Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

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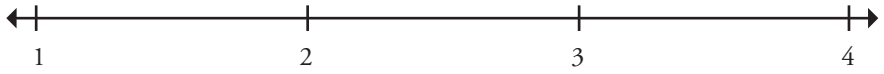

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Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

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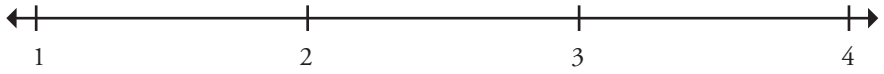

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Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

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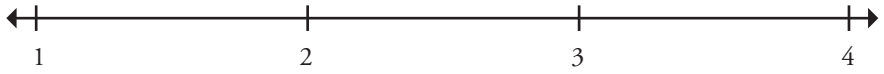
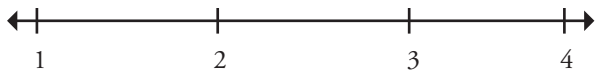
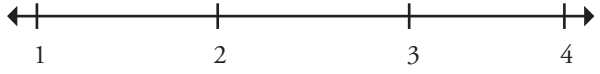


Reviewed By: _____

Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

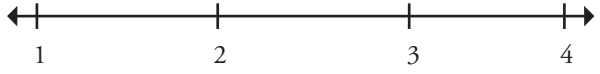
Experiment with transformations in the plane.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

Experiment with transformations in the plane.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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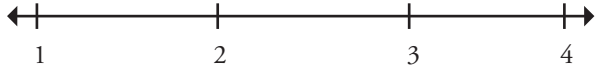
Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

Experiment with transformations in the plane.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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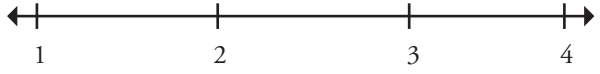
Reviewed By: _____

Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

Experiment with transformations in the plane.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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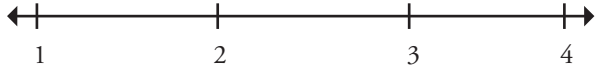
Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

Experiment with transformations in the plane.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
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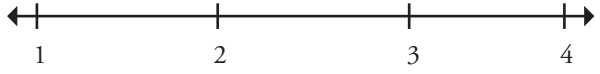
Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

Understand congruence in terms of rigid motions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. Note: Build on rigid motions as a familiar starting point for development of concept of geometric proof. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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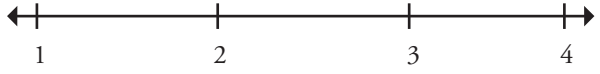
GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

Understand congruence in terms of rigid motions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. Note: Build on rigid motions as a familiar starting point for development of concept of geometric proof. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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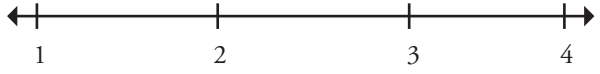
GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

Understand congruence in terms of rigid motions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. Note: Build on rigid motions as a familiar starting point for development of concept of geometric proof. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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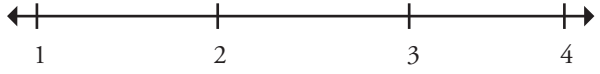
GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

Prove geometric theorems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-CO.9 Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.* Note: Focus on validity of underlying reasoning while using variety of ways of writing proofs. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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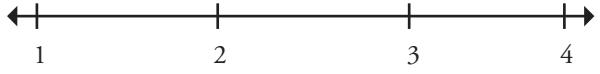
Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

Prove geometric theorems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-CO.10 Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.* Note: Focus on validity of underlying reasoning while using variety of ways of writing proofs. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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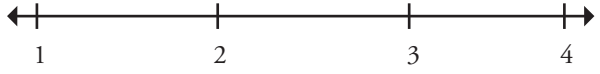
GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

Prove geometric theorems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-CO.11 Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.* Note: Focus on validity of underlying reasoning while using variety of ways of writing proofs. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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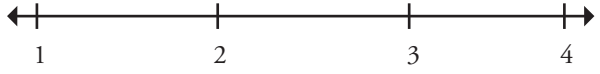
GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

Make geometric constructions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.* Note: Formalize and explain processes. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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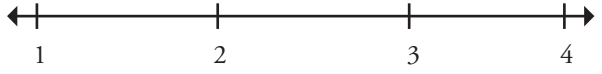
GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

Make geometric constructions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Note: Formalize and explain processes. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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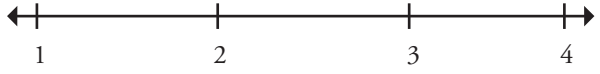
GEOMETRY — GEOMETRY (G)

Similarity, Right Triangles, and Trigonometry (G-SRT)

Understand similarity in terms of similarity transformations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-SRT.1a 1. Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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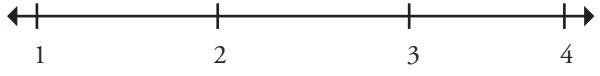
GEOMETRY — GEOMETRY (G)

Similarity, Right Triangles, and Trigonometry (G-SRT)

Understand similarity in terms of similarity transformations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-SRT.1b 1. Verify experimentally the properties of dilations given by a center and a scale factor: b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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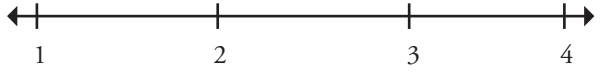
GEOMETRY — GEOMETRY (G)

Similarity, Right Triangles, and Trigonometry (G-SRT)

Understand similarity in terms of similarity transformations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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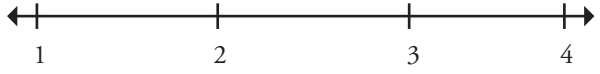
GEOMETRY — GEOMETRY (G)

Similarity, Right Triangles, and Trigonometry (G-SRT)

Understand similarity in terms of similarity transformations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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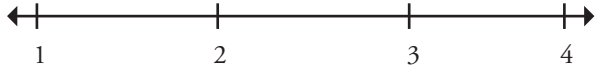
GEOMETRY — GEOMETRY (G)

Similarity, Right Triangles, and Trigonometry (G-SRT)

Prove theorems involving similarity.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-SRT.4 Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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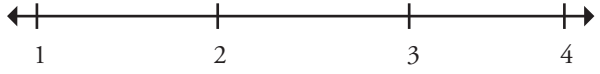
GEOMETRY — GEOMETRY (G)

Similarity, Right Triangles, and Trigonometry (G-SRT)

Prove theorems involving similarity.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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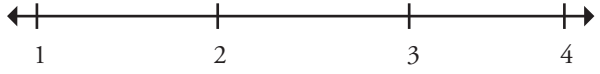
GEOMETRY — GEOMETRY (G)

Similarity, Right Triangles, and Trigonometry (G-SRT)

Define trigonometric ratios and solve problems involving right triangles.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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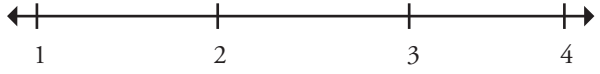
GEOMETRY — GEOMETRY (G)

Similarity, Right Triangles, and Trigonometry (G-SRT)

Define trigonometric ratios and solve problems involving right triangles.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-SRT.7 Explain and use the relationship between the sine and cosine of complementary angles. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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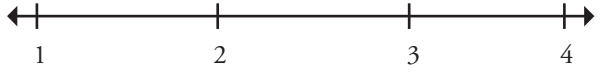
GEOMETRY — GEOMETRY (G)

Similarity, Right Triangles, and Trigonometry (G-SRT)

Define trigonometric ratios and solve problems involving right triangles.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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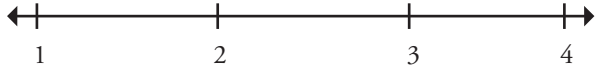
GEOMETRY — GEOMETRY (G)

Similarity, Right Triangles, and Trigonometry (G-SRT)

Apply trigonometry to general triangles.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-SRT.9 (+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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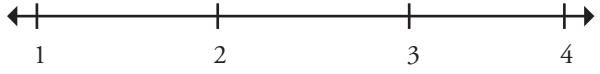
GEOMETRY — GEOMETRY (G)

Similarity, Right Triangles, and Trigonometry (G-SRT)

Apply trigonometry to general triangles.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-SRT.10 (+) Prove the Laws of Sines and Cosines and use them to solve problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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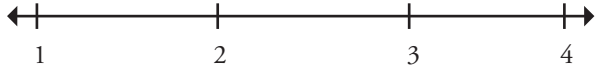
GEOMETRY — GEOMETRY (G)

Similarity, Right Triangles, and Trigonometry (G-SRT)

Apply trigonometry to general triangles.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-SRT.11 (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces). **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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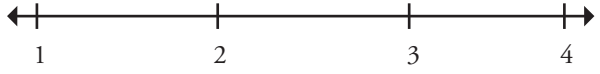
GEOMETRY — GEOMETRY (G)

Circles (G-C)

Understand and apply theorems about circles.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-C.1 Prove that all circles are similar. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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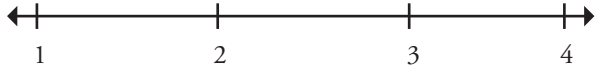
Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Circles (G-C)

Understand and apply theorems about circles.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-C.2 Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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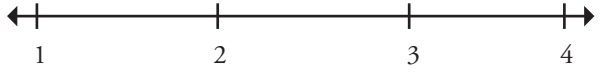
GEOMETRY — GEOMETRY (G)

Circles (G-C)

Understand and apply theorems about circles.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-C.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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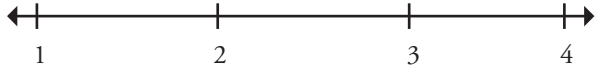
GEOMETRY — GEOMETRY (G)

Circles (G-C)

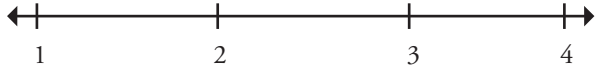
Understand and apply theorems about circles.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-C.4 (+) Construct a tangent line from a point outside a given circle to the circle. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Circles (G-C)

Find arc lengths and areas of sectors of circles.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-C.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. Note: Radian introduced only as unit of measure. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
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GEOMETRY — GEOMETRY (G)

Expressing Geometric Properties with Equations (G-GPE)

Translate between the geometric description and the equation for a conic section.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

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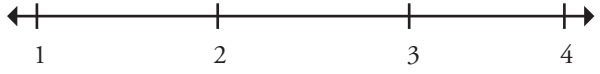
Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Expressing Geometric Properties with Equations (G-GPE)

Translate between the geometric description and the equation for a conic section.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-GPE.2 Derive the equation of a parabola given a focus and directrix. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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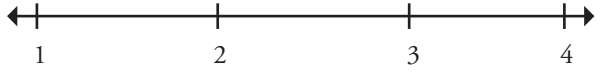
Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Expressing Geometric Properties with Equations (G-GPE)

Use coordinates to prove simple geometric theorems algebraically.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-GPE.4 Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).* Note: Include distance formula; relate to Pythagorean theorem. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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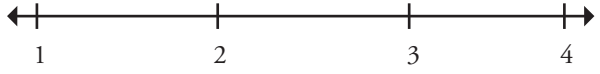
Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Expressing Geometric Properties with Equations (G-GPE)

Use coordinates to prove simple geometric theorems algebraically.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-GPE.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point). Note: Include distance formula; relate to Pythagorean theorem. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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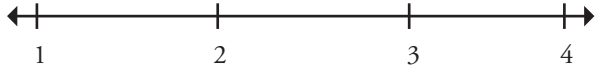
GEOMETRY — GEOMETRY (G)

Expressing Geometric Properties with Equations (G-GPE)

Use coordinates to prove simple geometric theorems algebraically.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio. Note: Include distance formula; relate to Pythagorean theorem. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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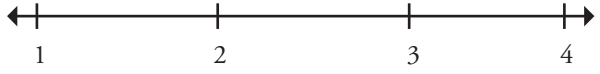
Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Expressing Geometric Properties with Equations (G-GPE)

Use coordinates to prove simple geometric theorems algebraically.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.* Note: Include distance formula; relate to Pythagorean theorem. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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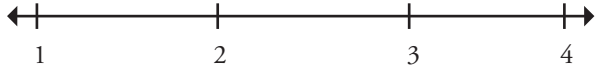
Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Geometric Measurement and Dimension (G-GMD)

Explain volume formulas and use them to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-GMD.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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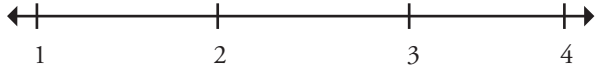
Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Geometric Measurement and Dimension (G-GMD)

Explain volume formulas and use them to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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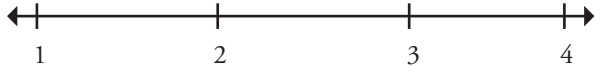
GEOMETRY — GEOMETRY (G)

Geometric Measurement and Dimension (G-GMD)

Visualize relationships between two-dimensional and three-dimensional objects.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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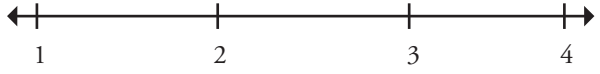
Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Modeling with Geometry (G-MG)

Apply geometric concepts in modeling situations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).⋆ **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
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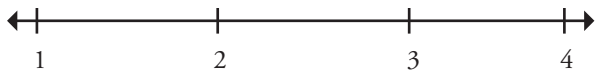
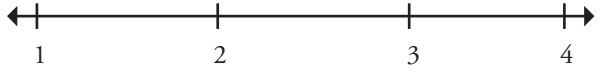
Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Modeling with Geometry (G-MG)

Apply geometric concepts in modeling situations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
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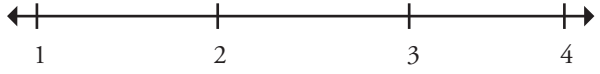
Title of Instructional Materials: _____

GEOMETRY — GEOMETRY (G)

Modeling with Geometry (G-MG)

Apply geometric concepts in modeling situations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).⋆ **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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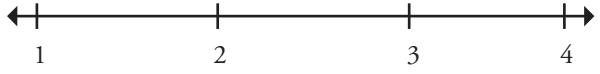
Title of Instructional Materials: _____

GEOMETRY — STATISTICS (S)

Conditional Probability and the Rules of Probability (S-CP)

Understand independence and conditional probability and use them to interpret data.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
S-CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”). Note: Link to data from simulations or experiments. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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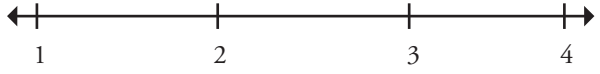
Title of Instructional Materials: _____

GEOMETRY — STATISTICS (S)

Conditional Probability and the Rules of Probability (S-CP)

Understand independence and conditional probability and use them to interpret data.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
S-CP.2 Understand that two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities, and use this characterization to determine if they are independent. Note: Link to data from simulations or experiments. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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Title of Instructional Materials: _____

GEOMETRY — STATISTICS (S)

Conditional Probability and the Rules of Probability (S-CP)

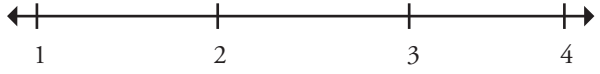
Understand independence and conditional probability and use them to interpret data.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
S-CP.3 Understand the conditional probability of *A* given *B* as *P(A* and *B)/P(B)*, and interpret independence of *A* and *B* as saying that the conditional probability of *A* given *B* is the same as the probability of *A*, and the conditional probability of *B* given *A* is the same as the probability of *B*. Note: Link to data from simulations or experiments. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

GEOMETRY — STATISTICS (S)

Conditional Probability and the Rules of Probability (S-CP)

Understand independence and conditional probability and use them to interpret data.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
S-CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.* Note: Link to data from simulations or experiments. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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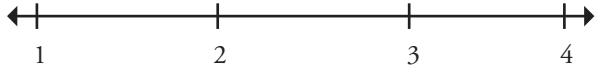
Title of Instructional Materials: _____

GEOMETRY — STATISTICS (S)

Conditional Probability and the Rules of Probability (S-CP)

Understand independence and conditional probability and use them to interpret data.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
S-CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.* Note: Link to data from simulations or experiments. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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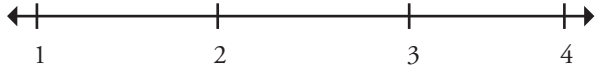
Title of Instructional Materials: _____

GEOMETRY — STATISTICS (S)

Conditional Probability and the Rules of Probability (S-CP)

Use the rules of probability to compute probabilities of compound events in a uniform probability model.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
S-CP.6 Find the conditional probability of *A* given *B* as the fraction of *B*'s outcomes that also belong to *A*, and interpret the answer in terms of the model. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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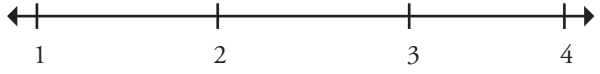
GEOMETRY — STATISTICS (S)

Conditional Probability and the Rules of Probability (S-CP)

Use the rules of probability to compute probabilities of compound events in a uniform probability model.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
S-CP.7 Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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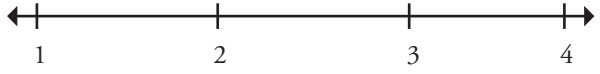
Title of Instructional Materials: _____

GEOMETRY — STATISTICS (S)

Conditional Probability and the Rules of Probability (S-CP)

Use the rules of probability to compute probabilities of compound events in a uniform probability model.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
S-CP.8 (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B\|A) = P(B)P(A\|B)$, and interpret the answer in terms of the model. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
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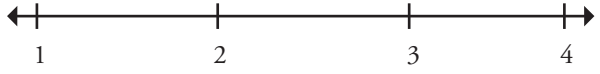
GEOMETRY — STATISTICS (S)

Conditional Probability and the Rules of Probability (S-CP)

Use the rules of probability to compute probabilities of compound events in a uniform probability model.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
S-CP.9 (+) Use permutations and combinations to compute probabilities of compound events and solve problems. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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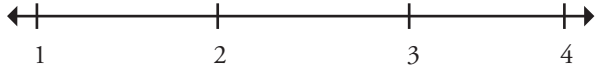
Title of Instructional Materials: _____

GEOMETRY — STATISTICS (S)

Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
S-MD.6 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). Note: Introductory; apply counting rules. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

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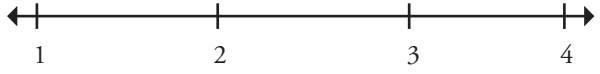
Title of Instructional Materials: _____

GEOMETRY — STATISTICS (S)

Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
S-MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). Note: Introductory; apply counting rules. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating